

2017 Annual Report to the School Community

School Name: Allansford and District Primary School

School Number: 3

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Allansford and District Primary is a single campus school located in the township of Allansford, eleven kilometers to the east of the regional city of Warrnambool. Our school provides a safe, purposeful and stimulating learning environment that is reflected in our school motto - 'Allansford kids are Friendly Kids'. We have a culture of high expectations for student attendance, connectedness and learning. It is our intention to promote our '4 B' values of: Be safe, Be Respectful, Be Responsible & Be a Learner as our framework for all learning and interactions in our community. Student opinions matter at Allansford and feedback from students in the Attitudes to school Survey in relation to the 'Learner characteristics and dispositions domain' indicate a positive endorsement in Learning Confidence (91% positive endorsement), Resilience (95% positive endorsement) and Motivation (95% positive endorsement).

Framework for Improving Student Outcomes (FISO)

In 2017, ADPS focused on the Framework for Improved Student Outcomes (FISO) initiatives of 'Curriculum Planning And Assessment' and 'Building Leadership Teams'. A key element in curriculum planning was to document and implement a strategic cycle for the provision of the Victorian Curriculum. With an audit tool, staff were able to successfully map curriculum provision and develop a deep knowledge of the curriculum.

In building leadership teams, a key component was to develop effective Professional Learning Communities in order to build staff capacity to collaborate when designing differentiated learning tasks. Staff used assessment evidence to challenge each other about the impact of planning on student learning with all assessments monitored on a school-wide database. Staff achieved an outcome of 'excelling' when using the Professional Learning Community Maturity Matrix to measure their collaborative performance.

Achievement

The percentage of students in Years Prep to 6 working at or above age expected standards in English and Mathematics, based on teacher judgement of student achievement, is higher than the median for all government primary schools. A well-defined 'Assessment Schedule' and school-wide database has given staff the confidence to make well-balanced judgements on student attainment. The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 for Reading and Numeracy were lower compared to similar schools, however, the four-year average was similar. The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 for Reading was higher and similar for Numeracy compared to similar schools. A particular highlight was the 82% medium-high learning gains for reading and 94% medium-high learning gains for writing.

Numeracy will be a priority in 2018, with all staff participating in targeted professional development and classroom observations. Instructional practice will feature the consistent use of high impact teaching strategies (HITS) across the school with a focus on setting goals, explicit teaching, multiple exposures and feedback.

Engagement

Understanding that absence from school can affect a students' learning we had a significant focus on the importance of attendance and placed strong expectations on parents. We introduced three 'Catch Cries' for attendance:

Everyday matters

Learning starts at 9.00

Every absence requires an explanation

We had a significant focus on the consistent coding of student absences and student absences were regularly discussed at Professional Learning Community meetings. In 2017, we recorded similar student absences to comparable schools and significantly reduced unexplained absences.

Wellbeing

In 2017, we had a significant focus on school connectedness. Our positive percent endorsement of a 'Sense of Connectedness' factor, reported by Year 4-6 students in the Students Attitude to school Survey, was higher than comparable schools. Many elements make up our school's approach to well-being with our school values (4 B's) being central to our theory. Our Inquiry Learning, School Buddies, work on Growth Mind-Sets, Clubs, Camping Program and Mentoring Program all contribute to the culture of the school. Student voice and 'Student Action Learning Teams' (SALT's) have greatly enhanced school connectivity. All students in Year 6 are a part of a SALT group. Through a SALT, a group of students identify and tackle a school or community issue: they research the issue, make plans and proposals about it, and take action on it. We look forward to an exciting 2018!




Allansford & District Primary School Website (www.allansford-ps.vic.edu.au)




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.




All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 




| School Profile | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>Enrolment Profile</p> <p>A total of 161 students were enrolled at this school in 2017, 86 female and 75 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p> |  |
| <p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> |  |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |


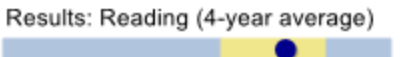






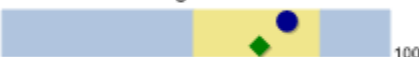
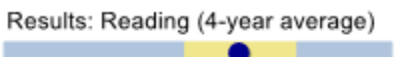






Performance Summary

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| Achievement | Student Outcomes | School Comparison |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Higher</p> <p> Higher</p> |

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| Achievement | Student Outcomes | School Comparison |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

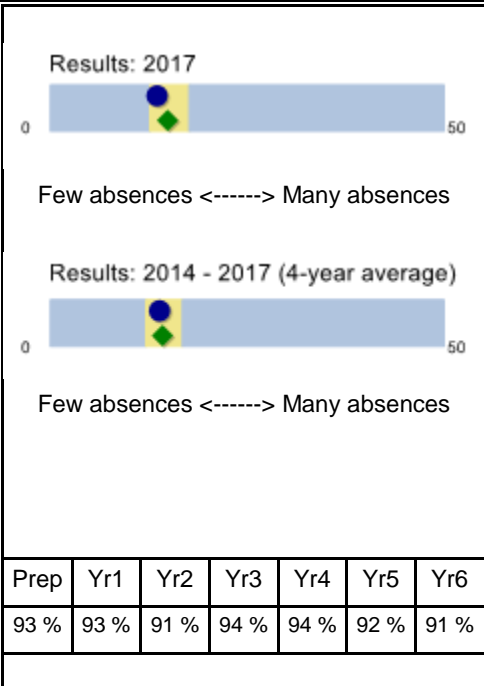
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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>81%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 19% | 44% | 38% | Numeracy | 38% | 31% | 31% | Writing | 6% | 81% | 13% | Spelling | 25% | 38% | 38% | Grammar and Punctuation | 31% | 44% | 25% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 19% | 44% | 38% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 38% | 31% | 31% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 6% | 81% | 13% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 25% | 38% | 38% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 31% | 44% | 25% | | | | | | | | | | | | | | | | | | | | | | | |




Performance Summary

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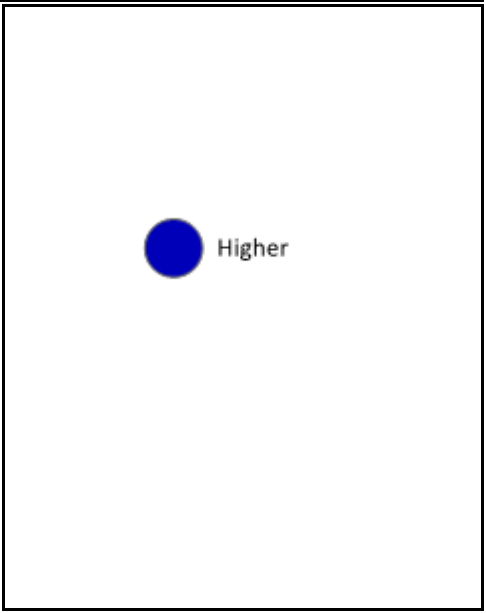
| Engagement | Student Outcomes | School Comparison |
|------------|------------------|-------------------|
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Performance Summary

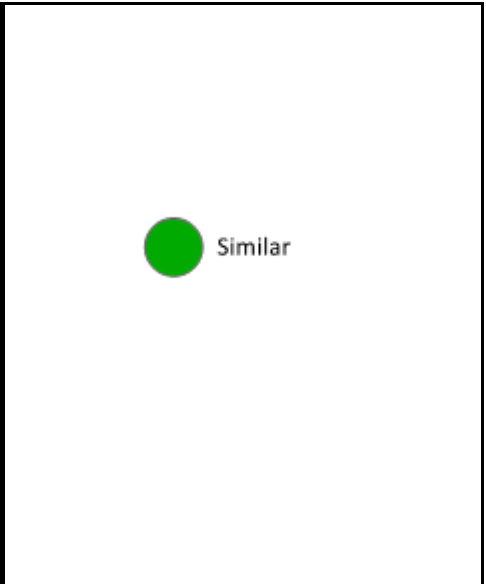
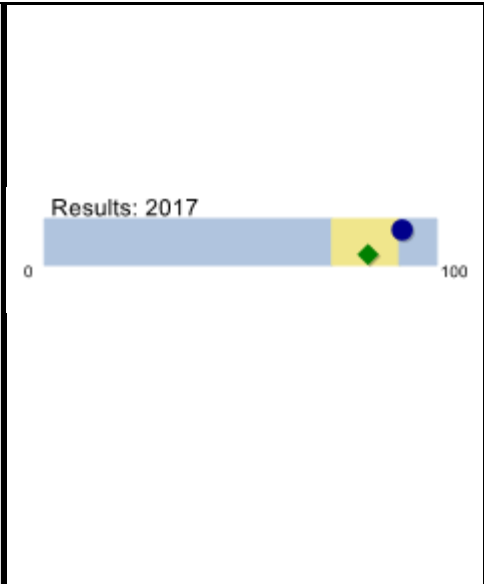
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| Wellbeing | Student Outcomes | School Comparison |
|-----------|------------------|-------------------|
|-----------|------------------|-------------------|



Students Attitudes to School - Management of Bullying

Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



How to read the Annual Report

Financial Performance and Position

Financial performance and position commentary

On completion of the Reconciliation process for the Student Resource Package of 2017, we carried forward a surplus of \$8522. Bank Reconciliations at the end of December 2017, indicated \$154,429.91 in the High Yield Account and \$11,664.52 in the Official account. Equity funding was put towards the implementation of a reading intervention program (MiniLit). Funds carried forward have been committed to facility maintenance, asset management, work force planning and school based programs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

| Revenue | Actual |
|--------------------------|-------------|
| Student Resource Package | \$1,185,120 |

| | |
|--------------------------------|--------------------|
| Total Operating Revenue | \$1,409,004 |
|--------------------------------|--------------------|

| Equity ¹ | |
|------------------------------|-----------------|
| Equity (Social Disadvantage) | \$16,445 |
| Equity Total | \$16,445 |

| | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$1,176,598 |
|---------------------------------------|-------------|

| | |
|------------------------------------|--------------------|
| Total Operating Expenditure | \$1,519,025 |
|------------------------------------|--------------------|

| | |
|---------------------------------------|--------------------|
| Net Operating Surplus/-Deficit | (\$110,020) |
|---------------------------------------|--------------------|

\$0

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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 01 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.